



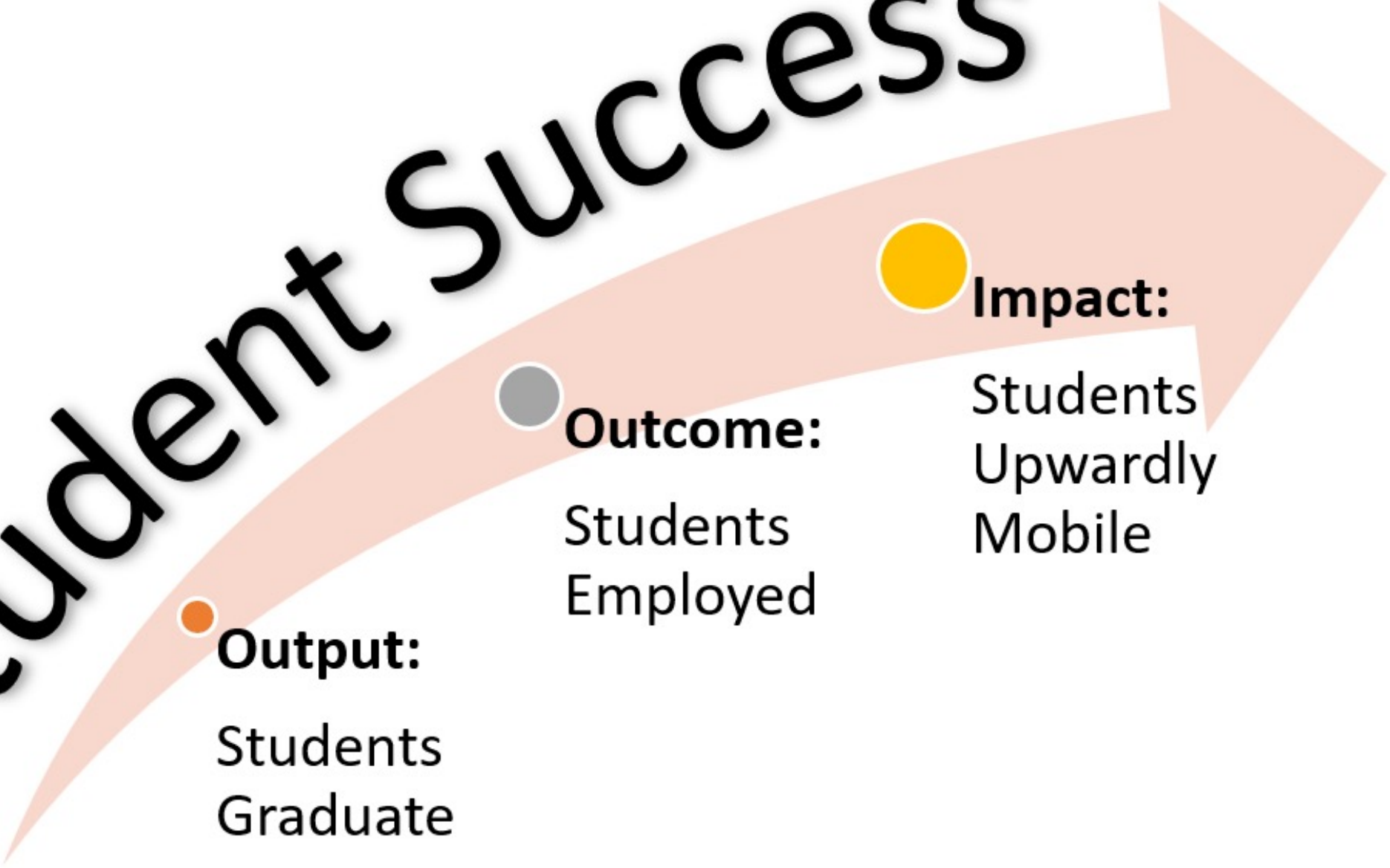
Siyaphumelela
we succeed

*Gender Performance Gaps in Siyaphumelela
2.0 3.0 Network Institutions:
A Deep Dive into the Data*

Ashton Maherry

Saide

Student Success

A large, light pink arrow points from the bottom-left towards the top-right. Along its path, three colored dots (orange, grey, and yellow) mark the progression of student success. Each dot is followed by a label and a description. The labels are 'Output:', 'Outcome:', and 'Impact:'. The descriptions are 'Students Graduate', 'Students Employed', and 'Students Upwardly Mobile'.

Output:
Students
Graduate

Outcome:
Students
Employed

Impact:
Students
Upwardly
Mobile

NSC MATRIC 2023

AGGREGATION ACCORDING TO GENDER



322 874

Girls passed
the 2023 NSC
examinations

250 109

Boys passed
the 2023 NSC
examinations

163 507 girls attained admission
to Bachelor Studies compared to
119 387 boys.

Matric Class of 2023

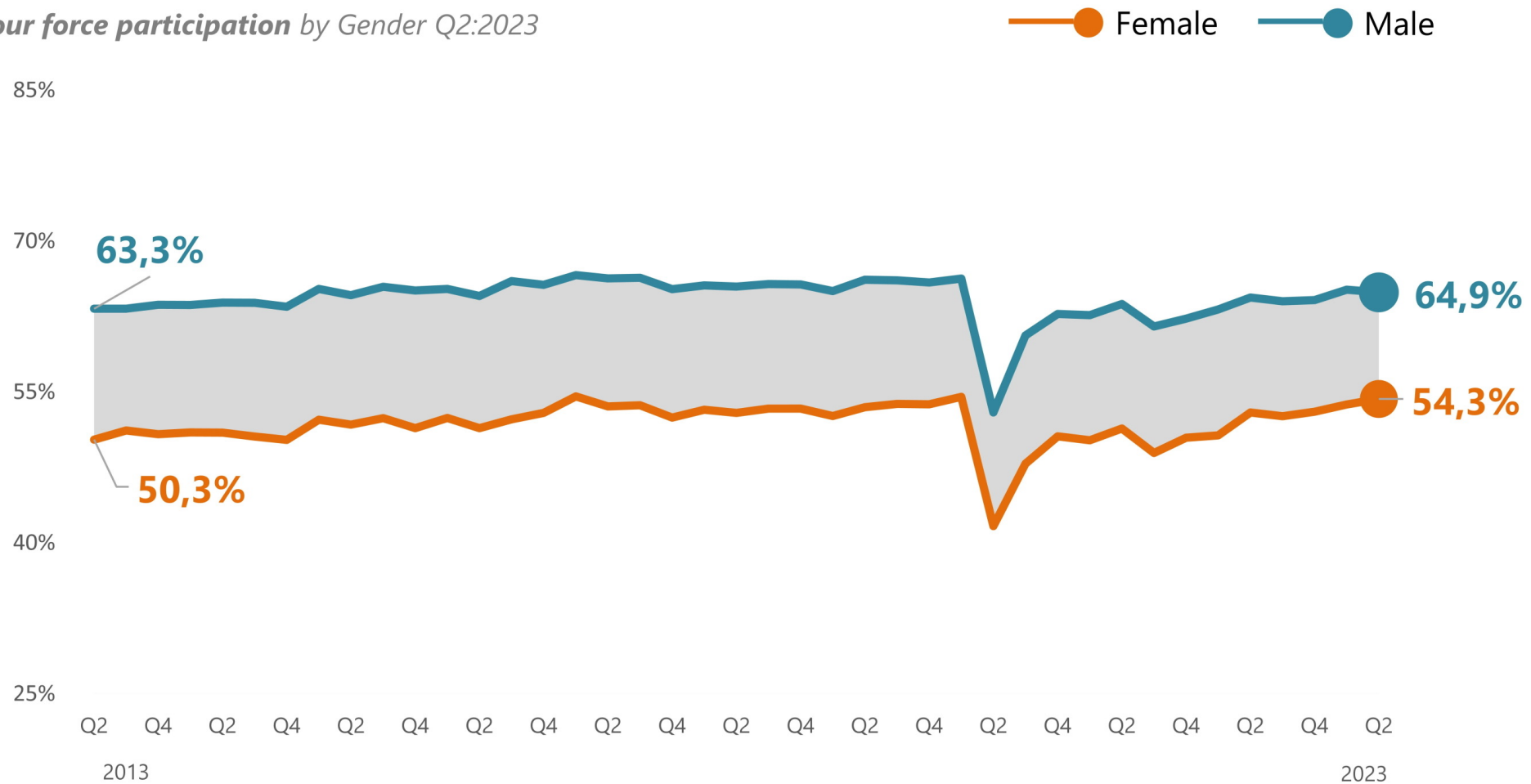


Siyaphumelela
we succeed

- Wrote: 56% female, 44% male
- Both pass rate of 83%
- Passed: 56% female, 44% male
- Bachelor Passes: 58% female, 42% male
 - 42% of Females received a bachelors pass
 - 40% of males received a bachelors pass

Only **54,3%** of **women** of working age in South Africa **participate in the labour force** either as employed or looking for work

Labour force participation by Gender Q2:2023

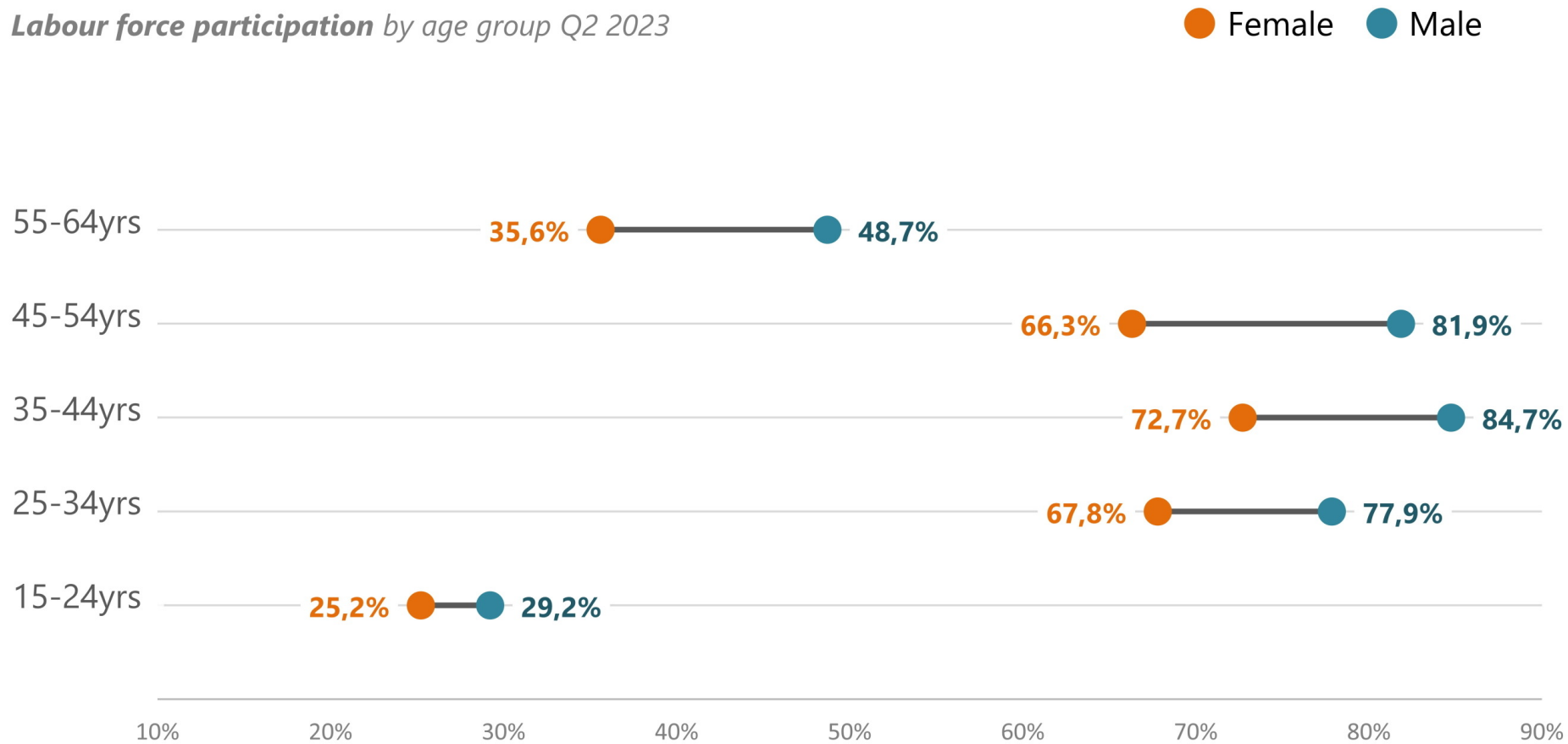


Source: Quarterly Labour Force Survey Q2 2023

Across all age groups, **women** are less likely to be in the labour force compared to **men**

The labour force participation rate for women was largest in the age group 35-44 at 72,7%, however, 12% points less than that of men in the same age

Labour force participation by age group Q2 2023



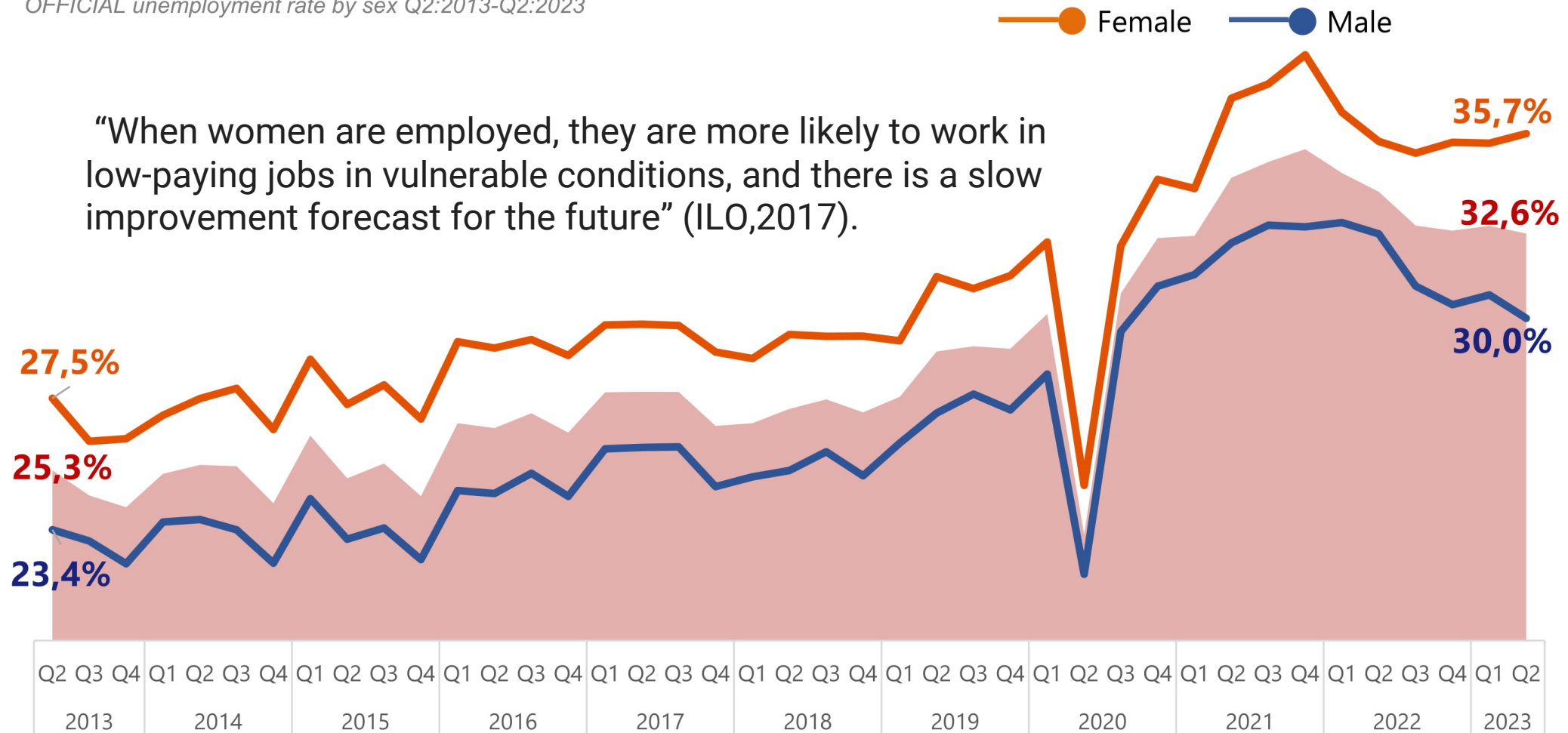
Source: Quarterly Labour Force Survey Q2 2023

Over the past ten years, the **unemployment** rate for **women has been higher** than for men. The female unemployment rate increased from 27,5% in Q2:2013 to **35,7% in Q2:2023**.

OFFICIAL unemployment rate by sex Q2:2013-Q2:2023

nelela
ceed

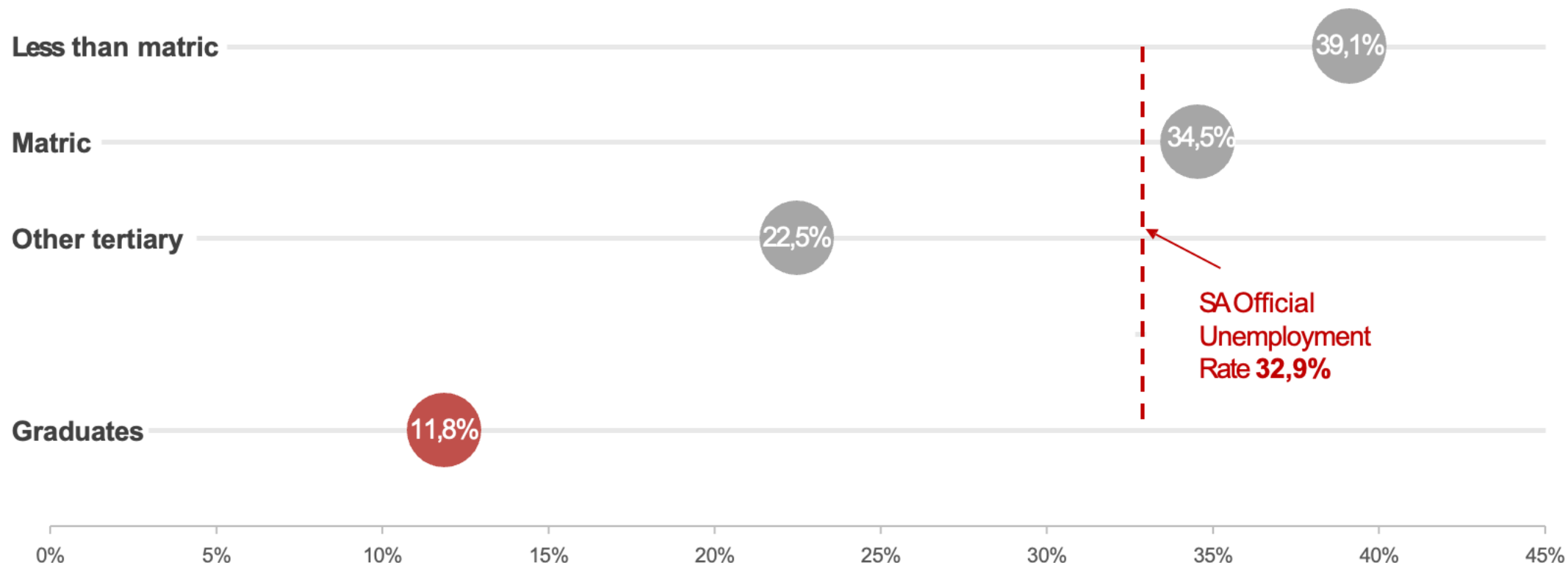
“When women are employed, they are more likely to work in low-paying jobs in vulnerable conditions, and there is a slow improvement forecast for the future” (ILO,2017).



Source: Quarterly Labour Force Survey Q2 2023

Graduate unemployment rate increased by 2,3 percentage points to **11,8%** in Q1:2024 compared to 9,6% in Q4:2023. Those with **matric** and **less than matric** remain vulnerable with an unemployment rate of 34,5% and 39,1% respectively which are higher than SA official unemployment rate.

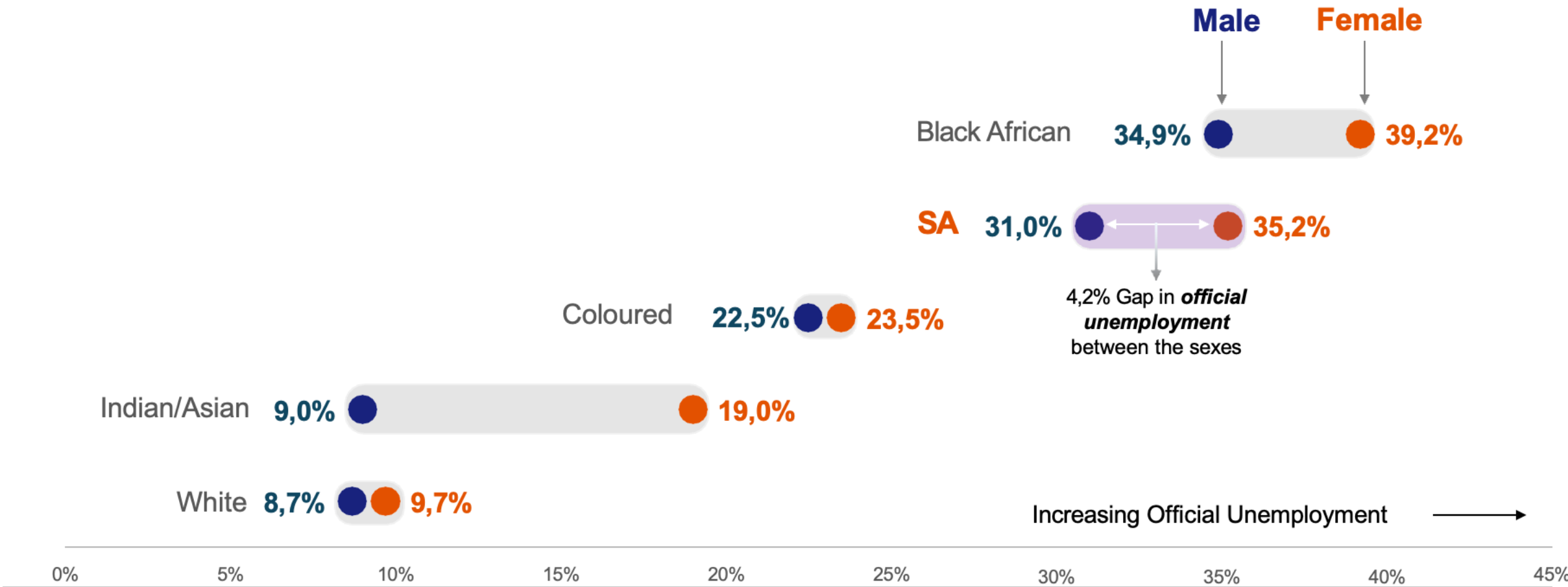
Official Unemployment rate by level of education, Q1:2024



IMPROVING LIVES THROUGH DATA ECOSYSTEMS

Black African **women** continue to be the most vulnerable with an unemployment rate of **39,2%** in Q1:2024.

Official unemployment rate by population group and sex, Q1:2024



IMPROVING LIVES THROUGH DATA ECOSYSTEMS



Copilot

As of 2024, approximately **49.4%** of female graduates in South Africa are unemployed. This high unemployment rate highlights the challenges faced by female graduates in the labor market. If you need further information or have any other questions, feel free to ask! 😊

☹️ Why wasn't this helpful?

[Give Feedback](#) ▾



You

that is all females. I only want female graduates



Copilot

I apologize for the oversight. Let's focus specifically on female graduates in South Africa. The unemployment rate among female graduates in South Africa was estimated at **49.4%** in 2024, marking a notable increase of **3.3 percentage points** from 2004 when it stood at **46.1%**. If you need further information or have any other questions, feel free to ask! 😊

☹️ Why wasn't this helpful?

[Give Feedback](#) ▾



New topic

Ask me anything...



Copilot GPTs



Copilot



Designer



Vacation planner



Cooking assistant



Fitness trainer

Recents

Untitled chat

11:0





About us

Services ▼

Statistical profile

National HEMIS Data

Governance of Personal Information

Contact us



INFORMATION GOVERNANCE



National HEMIS Staff Data

CLICK HERE

The data of DHET tables 3.1, 3.3, 3.4, 3.5, and 3.7 are graphically represented through the use of a Power BI application.



forward together
saam saam vooruit

NATIONAL HEMIS STAFF DATA



AFDELING INLIGTINGSOORSIGBESTUUR
<http://www.sun.ac.za/afrikaans/InformationGovernance/Pages/default.aspx>

Version 3.1 08/01/2024

DIVISION FOR INFORMATION GOVERNANCE
<http://www.sun.ac.za/english/InformationGovernance/services/information-boards/Facultydata>

44%

National HEMIS Student Data

CLICK HERE

The data of DHET tables 2.7, 2.9, 2.11, 2.12, and 2.13 are graphically represented through the use of a Power BI application. The application also shows the student success data that is often referred to, and many graphs that show trends and numbers of the major data tables of HEMIS. Some of these graphs are similar to those that used to appear in DHET's Vital Statistics (this publication was discontinued a while ago already), but of course, that data was static and did not allow dynamic selection of parameters.



forward together
saam saam vooruit

NATIONAL HEMIS STUDENT DATA



AFDELING INLIGTINGSOORSIGBESTUUR
<http://www.sun.ac.za/afrikaans/InformationGovernance/Pages/default.aspx>

Version 1.1 05/01/2024

DIVISION FOR INFORMATION GOVERNANCE
<http://www.sun.ac.za/english/InformationGovernance>

44%

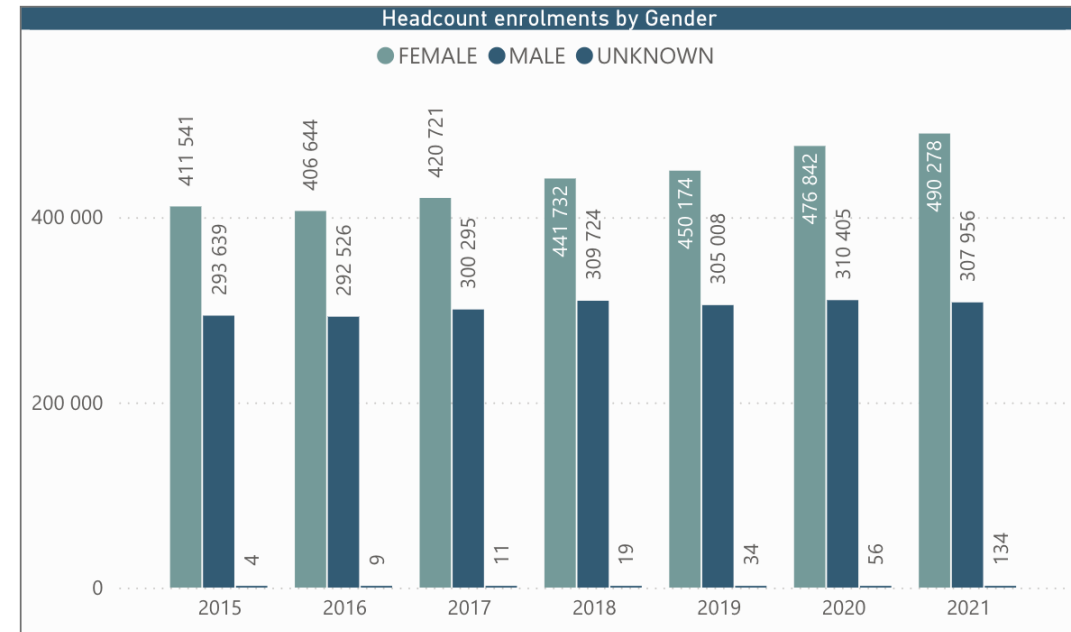
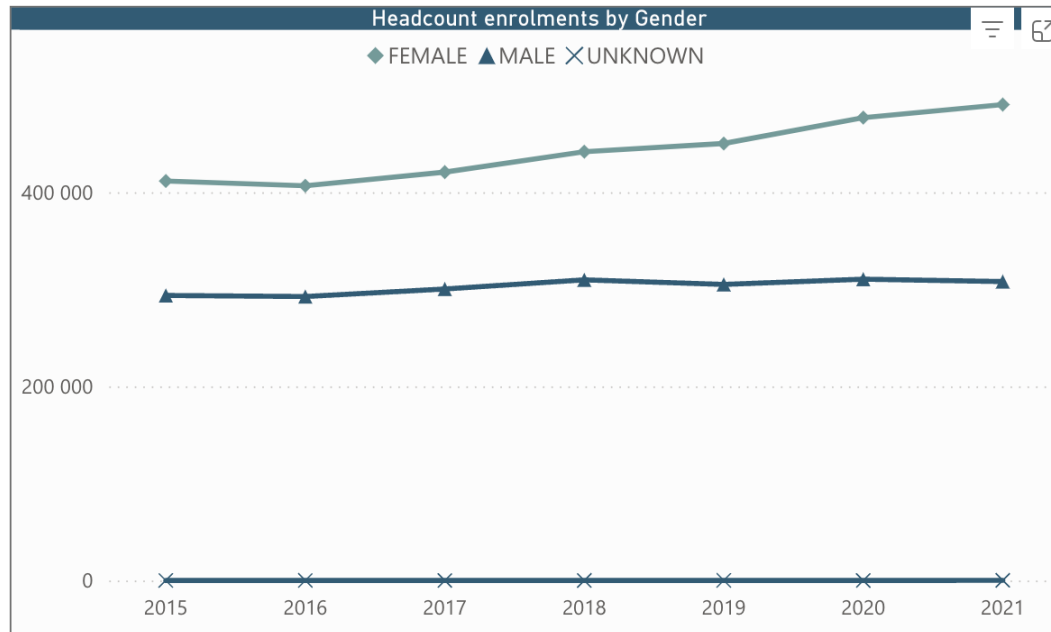
Headcount Enrollments

3-year Diploma, 3- and 4-year Degrees



| | | | | | | | | |
|-------------|------------|-------------------------|-------------------------|---------------------|----------|------|--------|-----------------|
| Academic... | UNIVERSITY | 1st Order CESM Category | 2ND Order CESM Category | QUALIFICATION | UG/PG | RACE | GENDER | UniversityTy... |
| All | All | All | All | Multiple selections | UNDER... | All | All | All |

HEADCOUNT OF UNDUPLICATED STUDENT ENROLMENTS ACCORDING TO GENDER



| GENDER | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| FEMALE | 411 540,87 | 406 643,86 | 420 720,90 | 441 731,87 | 450 173,87 | 476 841,89 | 490 277,87 |
| MALE | 293 638,86 | 292 525,89 | 300 294,87 | 309 723,89 | 305 007,89 | 310 404,90 | 307 955,87 |
| UNKNOWN | 4,00 | 9,00 | 11,00 | 19,00 | 34,00 | 55,99 | 133,99 |
| Total | 705 183,73 | 699 178,74 | 721 026,77 | 751 474,75 | 755 215,76 | 787 302,78 | 798 367,74 |

| | 3-year diploma, 3- and 4-year degree Headcount Enrolments | | | | | | | | | 3-year diploma, 3- and 4-year degree Headcount Graduates | | | | | | | | | |
|---------------|---|--------|------|------|-----------------|--------|------|------|---------------------|--|--------|------|------|-------------------------|--------|------|------|---------------------|---------------|
| | 2015 | | | | 2021 | | | | 2015-2021 Change | 2015 | | | | 2021 | | | | 2015-2021 Change | |
| | Enrol- ments | Female | Male | Diff | Enrol- ments | Female | Male | Diff | | Total Grad- uates | Female | Male | Diff | Total Grad- uates | Female | Male | Diff | | |
| CPUT | 23,578 | 53% | 47% | 6% | 25,818 | 58% | 42% | 15% | 10% | 4,775 | 56% | 44% | 11% | 5,011 | 60% | 40% | 21% | 9% | CPUT |
| CUT | 10,129 | 47% | 53% | -6% | 16,359 | 57% | 43% | 14% | 20% | 1,722 | 50% | 50% | 1% | 2,466 | 62% | 38% | 23% | 23% | CUT |
| DUT | 21,247 | 48% | 52% | -3% | 24,665 | 53% | 47% | 7% | 10% | 4,178 | 52% | 48% | 5% | 5,804 | 57% | 43% | 15% | 10% | DUT |
| NMU | 19,648 | 52% | 48% | 5% | 23,210 | 55% | 45% | 11% | 6% | 3,562 | 57% | 43% | 14% | 4,335 | 61% | 39% | 22% | 9% | NMU |
| NWU | 43,086 | 68% | 32% | 35% | 42,957 | 64% | 36% | 27% | -8% | 8,463 | 69% | 31% | 39% | 9,636 | 67% | 33% | 34% | -4% | NWU |
| RU | 5,579 | 62% | 38% | 24% | 5,992 | 65% | 35% | 29% | 5% | 1,226 | 62% | 38% | 25% | 1,214 | 64% | 36% | 28% | 4% | RU |
| SMU | 4,126 | 60% | 40% | 19% | 4,845 | 62% | 38% | 25% | 6% | 739 | 63% | 37% | 26% | 1,053 | 66% | 34% | 32% | 6% | SMU |
| SPU | 312 | 54% | 46% | 8% | 2,379 | 61% | 39% | 21% | 14% | 49 | 63% | 37% | 27% | 418 | 64% | 36% | 27% | 1% | SPU |
| SU | 18,522 | 55% | 45% | 9% | 20,603 | 56% | 43% | 13% | 4% | 3,562 | 56% | 44% | 11% | 4,186 | 59% | 41% | 17% | 6% | SU |
| UCT | 15,953 | 53% | 47% | 6% | 17,539 | 54% | 46% | 7% | 1% | 3,315 | 57% | 43% | 14% | 3,261 | 57% | 43% | 15% | 0% | UCT |
| UJ | 38,727 | 52% | 48% | 4% | 37,480 | 53% | 47% | 6% | 2% | 7,670 | 58% | 42% | 15% | 7,567 | 57% | 43% | 14% | -1% | UJ |
| UKZN | 31,274 | 58% | 42% | 16% | 32,138 | 59% | 41% | 18% | 2% | 5,391 | 62% | 38% | 25% | 6,598 | 62% | 38% | 25% | 0% | UKZN |
| UP | 35,115 | 56% | 44% | 13% | 36,617 | 58% | 42% | 17% | 4% | 6,437 | 61% | 39% | 21% | 7,258 | 62% | 38% | 24% | 3% | UP |
| UNISA | 233,797 | 64% | 36% | 28% | 257,958 | 71% | 29% | 42% | 13% | 20,487 | 68% | 32% | 35% | 24,866 | 74% | 26% | 47% | 12% | UNISA |
| UFS | 22,006 | 64% | 36% | 29% | 30,476 | 62% | 38% | 24% | -4% | 3,885 | 67% | 33% | 34% | 5,755 | 67% | 33% | 34% | 0% | UFS |
| UWC | 15,589 | 62% | 38% | 23% | 18,826 | 62% | 38% | 25% | 2% | 2,923 | 64% | 36% | 28% | 3,754 | 66% | 34% | 31% | 4% | UWC |
| Wits | 21,865 | 56% | 44% | 13% | 25,005 | 57% | 43% | 15% | 2% | 4,122 | 60% | 40% | 20% | 4,921 | 61% | 39% | 21% | 1% | Wits |
| UNIVEN | 12,610 | 55% | 45% | 10% | 13,369 | 57% | 43% | 13% | 4% | 1,970 | 58% | 42% | 17% | 3,081 | 61% | 39% | 22% | 5% | UNIVEN |
| VUT | 14,709 | 46% | 54% | -9% | 17,490 | 49% | 51% | -3% | 6% | 2,813 | 51% | 49% | 1% | 3,121 | 58% | 42% | 16% | 14% | VUT |
| WSU | 21,781 | 57% | 43% | 14% | 27,132 | 56% | 44% | 12% | -2% | 3,786 | 60% | 40% | 21% | 6,066 | 63% | 37% | 25% | 4% | WSU |

1st Order Classification of Educational Subject Matter (CESM) Category

1ST ORDER CESM CATEGORY

01 : AGRICULTURE, AGRICULTURAL OPERATIONS AND RELATED SCIENCES

02 : ARCHITECTURE AND THE BUILT ENVIRONMENT

03 : VISUAL AND PERFORMING ARTS

04 : BUSINESS, ECONOMICS AND MANAGEMENT STUDIES

05 : COMMUNICATION, JOURNALISM AND RELATED STUDIES

06 : COMPUTER AND INFORMATION SCIENCES

07 : EDUCATION

08 : ENGINEERING

09 : HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES

10 : FAMILY ECOLOGY AND CONSUMER SCIENCES

11 : LANGUAGES, LINGUISTICS AND LITERATURE

12 : LAW

13 : LIFE SCIENCES

14 : PHYSICAL SCIENCES

15 : MATHEMATICS AND STATISTICS

16 : MILITARY SCIENCES

17 : PHILOSOPHY, RELIGION AND THEOLOGY

18 : PSYCHOLOGY

19 : PUBLIC MANAGEMENT AND SERVICES

20 : SOCIAL SCIENCES

999999 : UNKNOWN



- Science, Engineering and Technology (SET): CESM 01, 02, 06, 08, 09, 10, 13, 14, 15 & 16

| | 3-year diploma, 3- and 4-year degree Headcount Enrolments | | | | | | | | | 3-year diploma, 3- and 4-year degree Graduates | | | | | | | | | |
|---------------|---|--------|------|------|------------------|--------|------|------|---------------------|--|--------|------|------|-----------------|--------|------|------|---------------------|---------------|
| SET | | 2015 | | | | 2021 | | | 2015-2021 Change | 2015 | | | | 2021 | | | | 2015-2021 Change | |
| | % Total Enrol | Female | Male | Diff | % Total Enrol | Female | Male | Diff | | % Total Grad | Female | Male | Diff | % Total Grad | Female | Male | Diff | | SET |
| CPUT | 45% | 39% | 61% | -22% | 38% | 42% | 58% | -15% | 7% | 39% | 41% | 59% | -19% | 37% | 45% | 55% | -10% | 9% | CPUT |
| CUT | 45% | 31% | 69% | -37% | 15% | 46% | 54% | -8% | 29% | 37% | 31% | 69% | -38% | 36% | 49% | 51% | -3% | 36% | CUT |
| DUT | 38% | 33% | 67% | -34% | 19% | 37% | 63% | -26% | 8% | 33% | 34% | 66% | -32% | 29% | 38% | 62% | -25% | 7% | DUT |
| NMU | 27% | 33% | 67% | -34% | 13% | 38% | 62% | -24% | 10% | 29% | 33% | 67% | -33% | 28% | 41% | 59% | -17% | 16% | NMU |
| NWU | 16% | 42% | 58% | -15% | 12% | 42% | 58% | -16% | 0% | 16% | 47% | 53% | -6% | 16% | 47% | 53% | -6% | 0% | NWU |
| RU | 16% | 49% | 51% | -2% | 2% | 50% | 50% | 0% | 2% | 17% | 50% | 50% | 1% | 18% | 51% | 49% | 2% | 1% | RU |
| SMU | 33% | 60% | 40% | 20% | 15% | 62% | 38% | 23% | 3% | 27% | 63% | 38% | 25% | 38% | 65% | 35% | 30% | 5% | SMU |
| SPU | 32% | 40% | 60% | -21% | 9% | 45% | 55% | -11% | 10% | 33% | 69% | 31% | 38% | 27% | 51% | 49% | 2% | -35% | SPU |
| SU | 39% | 40% | 60% | -19% | 36% | 43% | 57% | -14% | 5% | 35% | 38% | 62% | -23% | 39% | 44% | 56% | -12% | 11% | SU |
| UCT | 29% | 34% | 66% | -31% | 15% | 36% | 64% | -27% | 4% | 28% | 37% | 63% | -25% | 32% | 40% | 60% | -20% | 5% | UCT |
| UJ | 26% | 34% | 66% | -32% | 20% | 36% | 64% | -28% | 4% | 10% | 53% | 47% | 6% | 10% | 50% | 50% | 0% | -6% | UJ |
| UKZN | 30% | 47% | 53% | -6% | 12% | 49% | 51% | -2% | 4% | 28% | 49% | 51% | -2% | 26% | 52% | 48% | 5% | 7% | UKZN |
| UP | 38% | 39% | 61% | -22% | 19% | 44% | 56% | -13% | 9% | 33% | 43% | 57% | -13% | 31% | 45% | 55% | -10% | 4% | UP |
| UNISA | 11% | 38% | 62% | -25% | 7% | 49% | 51% | -2% | 23% | 8% | 45% | 55% | -10% | 7% | 49% | 51% | -2% | 8% | UNISA |
| UFS | 20% | 54% | 46% | 9% | 2% | 51% | 49% | 1% | -7% | 20% | 53% | 47% | 6% | 13% | 50% | 50% | 0% | -6% | UFS |
| UWC | 25% | 55% | 45% | 11% | 9% | 52% | 48% | 5% | -6% | 19% | 54% | 46% | 7% | 20% | 53% | 47% | 5% | -2% | UWC |
| Wits | 29% | 32% | 68% | -36% | 20% | 41% | 59% | -17% | 19% | 30% | 45% | 55% | -10% | 32% | 46% | 54% | -8% | 2% | Wits |
| UNIVEN | 34% | 49% | 51% | -2% | 13% | 56% | 44% | 13% | 14% | 30% | 52% | 48% | 3% | 38% | 63% | 37% | 26% | 23% | UNIVEN |
| VUT | 48% | 34% | 66% | -32% | 25% | 37% | 63% | -27% | 5% | 44% | 37% | 63% | -25% | 33% | 43% | 57% | -13% | 12% | VUT |
| WSU | 27% | 49% | 51% | -2% | 15% | 47% | 53% | -7% | -5% | 23% | 55% | 45% | 9% | 17% | 55% | 45% | 10% | 1% | WSU |

| | Weighted Undergraduate Credit Degree Success Weights | | | | | | | | | | | |
|--------|--|--------|------|--------|--------|------|--------|--------|------|---------------------|----------------------------------|--------|
| | 2015 | | | 2020 | | | 2021 | | | 2015-2021 Change | 2015-2021 Change for Males | |
| | Female | Male | Diff | Female | Male | Diff | Female | Male | Diff | | | |
| CPUT | 85.46% | 78.44% | 7% | 87.20% | 75.86% | 11% | 82.98% | 71.99% | 11% | 4% | -6.45% | CPUT |
| CUT | 81.88% | 74.29% | 8% | 87.12% | 75.93% | 11% | 82.09% | 70.02% | 12% | 4% | -4.27% | CUT |
| DUT | 87.16% | 81.60% | 6% | 92.79% | 85.00% | 8% | 92.64% | 84.79% | 8% | 2% | 3.19% | DUT |
| NMU | 84.67% | 78.41% | 6% | 89.02% | 82.57% | 6% | 87.15% | 80.51% | 7% | 0% | 2.10% | NMU |
| NWU | 89.47% | 82.59% | 7% | 93.70% | 88.18% | 6% | 90.62% | 84.61% | 6% | -1% | 2.02% | NWU |
| RU | 90.63% | 85.89% | 5% | 84.40% | 77.68% | 7% | 83.43% | 77.32% | 6% | 1% | -8.57% | RU |
| SMU | 93.11% | 87.97% | 5% | 97.53% | 92.96% | 5% | 94.50% | 90.13% | 4% | -1% | 2.16% | SMU |
| SPU | 86.45% | 88.46% | -2% | 86.94% | 76.47% | 10% | 85.72% | 78.10% | 8% | 10% | -10.36% | SPU |
| SU | 90.18% | 84.87% | 5% | 91.56% | 87.11% | 4% | 85.99% | 78.16% | 8% | 3% | -6.71% | SU |
| UCT | 89.74% | 85.35% | 4% | 90.90% | 87.10% | 4% | 83.14% | 76.23% | 7% | 3% | -9.12% | UCT |
| UJ | 87.92% | 82.90% | 5% | 92.72% | 85.09% | 8% | 90.65% | 83.38% | 7% | 2% | 0.48% | UJ |
| UKZN | 86.63% | 83.00% | 4% | 93.57% | 87.27% | 6% | 91.97% | 87.00% | 5% | 1% | 4.00% | UKZN |
| UP | 87.77% | 79.51% | 8% | 91.08% | 83.67% | 7% | 88.99% | 81.70% | 7% | -1% | 2.19% | UP |
| UNISA | | | | | | | | | | | | UNISA |
| UFS | 86.26% | 80.79% | 5% | 91.29% | 84.38% | 7% | 87.57% | 78.31% | 9% | 4% | -2.48% | UFS |
| UWC | 88.01% | 83.02% | 5% | 90.88% | 83.10% | 8% | 86.39% | 77.51% | 9% | 4% | -5.51% | UWC |
| Wits | 88.89% | 82.65% | 6% | 89.67% | 83.11% | 7% | 86.28% | 79.37% | 7% | 1% | -3.28% | Wits |
| UNIVEN | 87.44% | 82.91% | 5% | 86.34% | 75.71% | 11% | 93.45% | 87.79% | 6% | 1% | 4.88% | UNIVEN |
| VUT | 78.23% | 70.19% | 8% | 90.27% | 79.38% | 11% | 90.11% | 81.16% | 9% | 1% | 10.97% | VUT |
| WSU | 83.31% | 79.45% | 4% | 92.15% | 85.82% | 6% | 91.71% | 83.98% | 8% | 4% | 4.53% | WSU |

| | Doctorate Enrolments | | | | | | | | | Doctorate Graduates | | | | | | | | | |
|---------------|----------------------|--------|------|------|-----------------|--------|------|------|---------------------|---------------------|--------|------|------|-----------------|--------|------|------|---------------------|---------------|
| | 2015 | | | | 2021 | | | | 2015-2021 Change | 2015 | | | | 2021 | | | | 2015-2021 Change | |
| | Enrol- ments | Female | Male | Diff | Enrol- ments | Female | Male | Diff | | Enrol- ments | Female | Male | Diff | Enrol- ments | Female | Male | Diff | | |
| CPUT | 282 | 24% | 76% | -52% | 311 | 42% | 58% | -16% | 36% | 19 | 47% | 53% | -5% | 28 | 46% | 54% | -7% | -2% | CPUT |
| CUT | 120 | 35% | 65% | -30% | 191 | 37% | 63% | -27% | 3% | 10 | 30% | 70% | -40% | 23 | 43% | 57% | -13% | 27% | CUT |
| DUT | 216 | 43% | 57% | -14% | 611 | 45% | 55% | -11% | 3% | 29 | 52% | 48% | 3% | 78 | 36% | 64% | -28% | -32% | DUT |
| NMU | 581 | 44% | 56% | -13% | 615 | 48% | 52% | -4% | 9% | 80 | 46% | 54% | -8% | 96 | 43% | 57% | -15% | -7% | NMU |
| NWU | 1,448 | 45% | 55% | -9% | 1,536 | 49% | 51% | -2% | 7% | 222 | 46% | 54% | -7% | 264 | 44% | 56% | -12% | -5% | NWU |
| RU | 560 | 49% | 51% | -3% | 581 | 57% | 43% | 14% | 17% | 69 | 41% | 59% | -19% | 85 | 56% | 44% | 13% | 32% | RU |
| SMU | 68 | 75% | 25% | 50% | 134 | 64% | 36% | 28% | -22% | 8 | 63% | 38% | 25% | 17 | 47% | 53% | -6% | -31% | SMU |
| SPU | | | | | | | | | | | | | | | | | | | SPU |
| SU | 1,534 | 44% | 56% | -11% | 1,694 | 49% | 51% | -2% | 9% | 267 | 41% | 59% | -18% | 307 | 48% | 52% | -4% | 13% | SU |
| UCT | 1,744 | 49% | 51% | -2% | 2,237 | 53% | 47% | 5% | 8% | 223 | 50% | 50% | 0% | 273 | 51% | 49% | 3% | 2% | UCT |
| UJ | 858 | 43% | 57% | -14% | 1,700 | 45% | 55% | -10% | 3% | 105 | 51% | 49% | 3% | 266 | 38% | 62% | -23% | -26% | UJ |
| UKZN | 2,798 | 43% | 57% | -13% | 3,053 | 49% | 51% | -2% | 11% | 338 | 42% | 58% | -17% | 445 | 42% | 58% | -16% | 0% | UKZN |
| UP | 2,279 | 45% | 55% | -10% | 2,537 | 52% | 48% | 4% | 14% | 333 | 47% | 53% | -5% | 367 | 52% | 48% | 4% | 9% | UP |
| UNISA | 2,117 | 39% | 61% | -22% | 2,659 | 43% | 57% | -15% | 7% | 235 | 35% | 65% | -30% | 421 | 43% | 57% | -14% | 17% | UNISA |
| UFS | 599 | 42% | 58% | -16% | 1,043 | 46% | 54% | -9% | 7% | 97 | 42% | 58% | -15% | 162 | 40% | 60% | -20% | -4% | UFS |
| UWC | 792 | 48% | 52% | -5% | 1,267 | 51% | 49% | 1% | 6% | 96 | 43% | 57% | -15% | 123 | 47% | 53% | -6% | 9% | UWC |
| Wits | 1,816 | 49% | 51% | -1% | 2,474 | 52% | 48% | 4% | 5% | 203 | 53% | 47% | 6% | 316 | 57% | 43% | 13% | 7% | Wits |
| UNIVEN | 242 | 43% | 57% | -13% | 300 | 46% | 54% | -8% | 5% | 8 | 25% | 75% | -50% | 39 | 51% | 49% | 3% | 53% | UNIVEN |
| VUT | 49 | 45% | 55% | -10% | 123 | 39% | 61% | -22% | -12% | 9 | 44% | 56% | -11% | 13 | 31% | 69% | -38% | -27% | VUT |
| WSU | 54 | 48% | 52% | -4% | 102 | 46% | 54% | -8% | -4% | 15 | 27% | 73% | -47% | 4 | 75% | 25% | 50% | 97% | WSU |

**Copilot**

The unemployment challenges faced by male graduates in South Africa share some similarities with those experienced by female graduates, but there are also notable differences:

1. Gender Disparities:

- While both male and female graduates encounter unemployment, the rates differ significantly.
- Female graduates tend to face higher unemployment rates, as seen in the data provided earlier.

2. Field of Study:

- The choice of field of study can impact employment prospects.
- Some fields may have more job opportunities for male graduates (e.g., engineering, computer science), while others may be more accessible to female graduates (e.g., education, social sciences).

3. Stereotypes and Bias:

- Gender stereotypes persist in the job market.
- Male graduates may face expectations related to traditional gender roles (e.g., being the primary breadwinner), affecting their career choices and job search.

4. Workforce Participation:

- Cultural norms and family responsibilities can influence workforce participation.



New topic

Ask me anything...



News to me....

My SET analysis implied this

StatsSA data shows this

Copilot GPTs



Copilot



Designer



Vacation planner

Recents

Untitled chat

11:



4. Workforce Participation:

- Cultural norms and family responsibilities can influence workforce participation.
- Female graduates may face additional challenges related to balancing work and family life.

5. Networking and Connections:

- Networking plays a crucial role in job placement.
- Male graduates may have more extensive networks or access to mentorship opportunities.

6. Industry-Specific Factors:

- Certain industries may exhibit gender-specific patterns.
- For example, male-dominated sectors (e.g., construction, technology) may have different employment dynamics than female-dominated ones (e.g., healthcare, education).

7. Graduate Expectations:

- Male and female graduates may have varying expectations regarding job stability, salary, and career progression.
- These expectations can influence their job search strategies and willingness to accept certain positions.

In summary, while both genders face unemployment challenges, the specific factors affecting male and female graduates differ due to societal norms, industry dynamics, and individual choices. If you have further questions or need additional information, feel free to ask! 😊



New topic

Ask me anything...



Sounds dubious... could be wrong

Copilot GPTs



Copilot



Designer



Fitness trainer

Recents

I haven't thought of that

CoPilot thinks women are fussy...



Copilot

Certainly! Addressing graduate unemployment, especially among female graduates, requires targeted research and policy interventions. Here are some research priorities:

1. Skills Alignment and Curriculum Relevance:

- Investigate the alignment between university curricula and industry needs.
- Assess whether graduates acquire practical skills relevant to the job market.
- Explore ways to enhance curriculum relevance and adaptability.

2. Career Guidance and Counseling:

- Research effective career guidance programs for students.
- Evaluate the impact of career counseling on graduates' career choices and job search strategies.
- Identify best practices for providing accurate information about job prospects.

3. Internship and Work Experience Programs:

- Study the effectiveness of internships and work experience in improving employability.
- Explore ways to increase access to practical training during studies.
- Assess the impact of work experience on graduates' job placement.

Always good to be doing...

Are we advising females graduates to unemployment?

Employers want graduates with work experience...how do we make them more employable

Copilot GPTs



Copilot



Designer



planner



assistant



Fitness trainer

Recents

11:15 pm



New topic

1+1

Tab





4. Reducing Gender Bias and Stereotypes:

- Investigate gender bias in hiring practices.
- Explore strategies to reduce stereotypes affecting female graduates.
- Promote inclusive workplaces that value diversity.

5. Industry-University Partnerships:

- Research collaborative initiatives between universities and industries.
- Assess the impact of such partnerships on graduate employment.
- Identify successful models for bridging the gap between education and industry.

6. Entrepreneurship and Self-Employment:

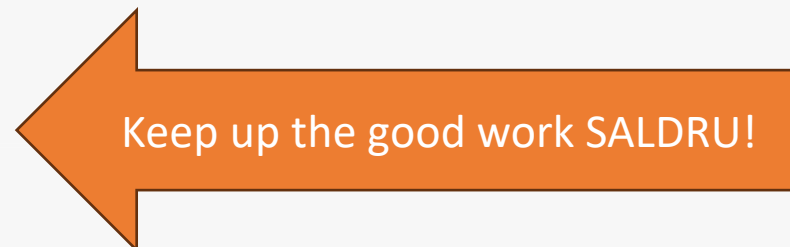
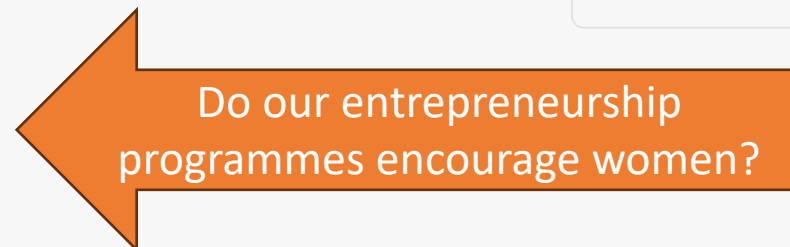
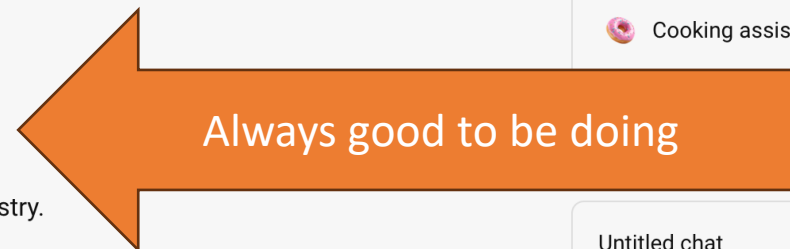
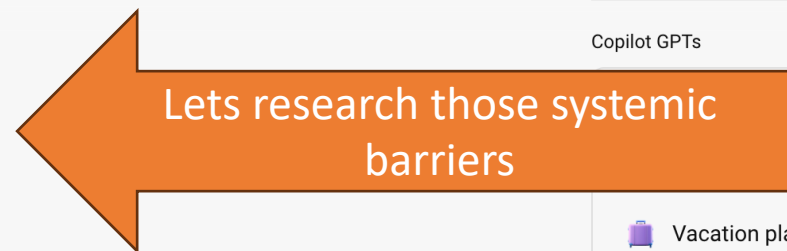
- Study the feasibility of entrepreneurship as an alternative for graduates.
- Explore barriers and facilitators for starting and sustaining businesses.
- Investigate support mechanisms for aspiring entrepreneurs.

7. Long-Term Employment Trends and Job Market Dynamics:

- Analyze employment patterns over time.
- Understand the impact of economic shifts on graduate employment.
- Identify sectors with growth potential and job creation.

Remember that addressing graduate unemployment is a multifaceted challenge, and research should inform evidence-based policies and interventions. If you need further assistance or have additional questions, feel free to ask! 😊 1 2 .

Learn more 1 etd.uwc.ac.za 2 lmi-research.org.za 3 scholar.sun.ac.za +2 more



Copilot GPTs



Vacation planner



Cooking assistant

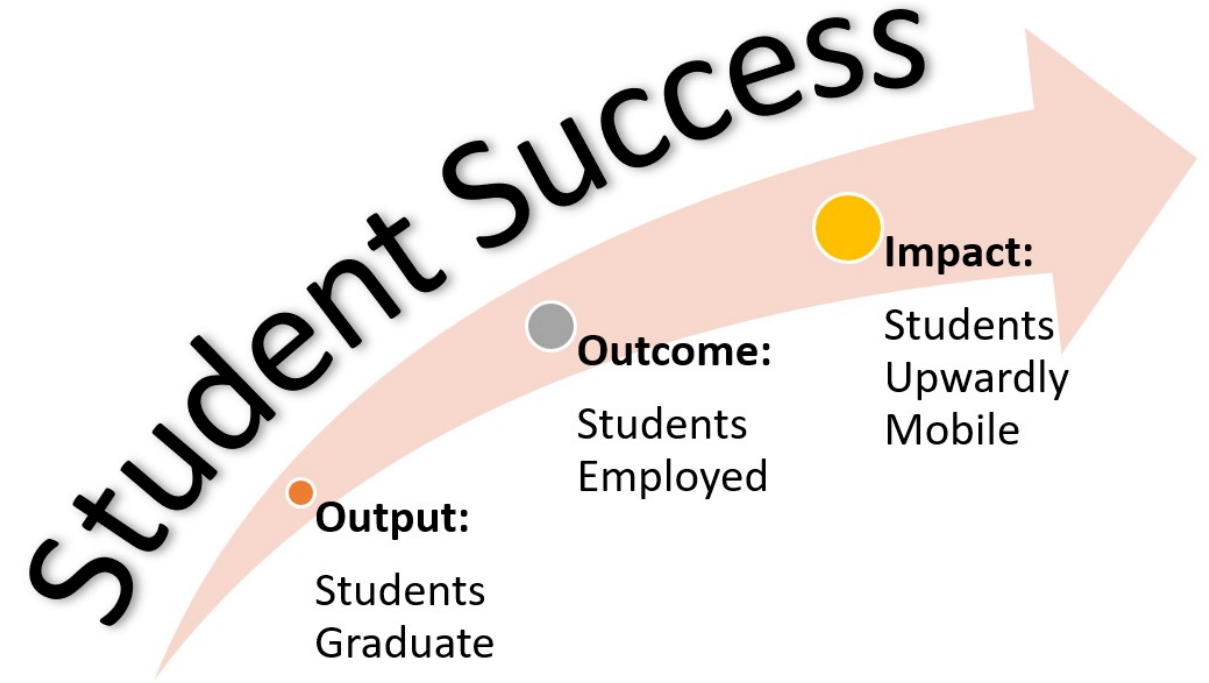
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So What?

- Access AND Success
- Student Success
- Cohort studies
- Disaggregate your data
- Collaborate and share your data
- Consider how you identify your high-impact modules for Siya 3.0, and who they impact
- Don't throw the baby out with the bathwater



[↑ Latest Resources](#)**Gender Performance Gaps in Siyaphumelela 3.0 Network Institutions: A Deep Dive into the Data** [➤](#)

Jun 27, 2024. Ashton Maherry - 2024 Siyaphumelela Conference

Durban University of Technology - April 2024 Partner Convening Presentation [➤](#)

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What about female
doctorates,
academics, lecturers
and professors

